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ABSTRACT

The purpose of this study was to describe the environment at Arkansas State University as perceived by the students in the fall of 1972 and to ascertain whether these students agreed or disagreed with the environmental perception of a similar sample of students in the fall of 1969. The obvious objective of this analysis was to determine trend information on the university's environment as perceived by students. The instrument used to measure the perceived environment was the College and University Environment Scales, Second Edition. An analysis of the data produced the following conclusions: (1) Percentile equivalent scores on the 1972 study deviated from scale to scale less than in the 1969 study. (2) Perceptions of practicality, community, and awarness were lower in 1972, while perceptions of scholarship, campus morale, and quality of teaching were higher in 1972 than in 1969. (3) The institutional profile in 1972 more nearly approaches the national profile of state colleges and universities than did the institutional profile in 1969. (4) The students perceived the university to possess a reputation for being friendly. (5) There was a consensus among the students in this study that students are not encouraged to criticize administrative policies and teaching practices. (Author/PG)

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AN ENVIRONMENTAL STUDY OF ARKANSAS STATE UNIVERSITY AS PERCEIVED BY STUDENTS FALL 1972

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INTRODUCTION

In the fall of 1969 a study was made at Arkansas State University to determine the University's educational and social environment as perceived by a random sample of upperclassmen and a random sample of faculty members who had been teaching at Arkansas State University for two or more years.[1] The instrument used to measure the perceived environment was the College and University Environment Scales, Second Edition developed by Dr. C. Robert Pace at the University of California, Los Angeles.

The one hundred fifty items of CUES, Second Edition constituted seven separate scales (Practicality, Community, Awareness, Propriety, Scholarship, The Professors, and Campus Morale). The latter two scales were factored out of the items which made up the first five scales. The author has subsequently developed a shorter version of CUES, Second Edition. In this abridged version the first five scales (Practicality, Community, Awareness, Propriety, and Scholarship) were reduced from twenty to four items each. The Professors Scale has been retained intact with eleven items. The Campus Morale Scale has also been retained in the condensed form of CUES, Second Edition with twenty-two items. Extensive testing of the abbreviated instrument has shown a significantly high correlation between the two instruments.

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[1] Jimmy McCluskey, "An Environmental Study of Arkansas State University as Perceived by Students and Faculty" (unpublished doctoral dissertation, University of Mississippi, 1970).

The environmental study which was conducted in the fall of 1969 was replicated, in part, in the fall of 1972 by the use of the shortened version of CUES, Second Edition In this study, only students served as reporters of the environment

PURPOSE OF THE STUDY

The purpose of the study in the fall of 1972 was to describe the environment at Arkansas State University as perceived by students and to ascertain whether these students agreed or disagreed with the environmental perception of a similar sample of students in the fall of 1969. The obvious objective of this analysis was to determine trend information on the University's environment as perceived by students.

The researchers of this study did a study during the spring semester of 1972 by the title "A Study of Attrition of Academically Qualified Students at Arkansas State University." It is the intention of these researchers to replicate the attrition study in the spring of 1973. It is expected that a new dimension be added to the proposed attrition study; the modified version of CUES, Second Edition will be made part of the questionnaire which will be mailed to academically qualified but non-returning students. The environmental perception profile of the non-returning students will be compared with the profile of the University's environment as perceived by the enrolled students who participated in this study. The implications of any substantial difference in the environmental perception of the two samples (representative sample of enrolled students in the fall of 1972 compared to academically qualified students who will not have reenrolled in the University in the spring of 1973) shall be discussed when the proposed attrition study is completed.

DEFINITION OF ENVIRONMENT SCALES

Dr. C. Robert Pace defined the seven scales on the College and University Environment Scales, Second Edition as follows:

Scale 1. Practicality - The items that contribute to the score for this scale describe an environment characterized by enterprise, organization, material benefits, and social activities. There are both vocational and collegiate emphases. A kind of orderly supervision is evident in the administration and the classwork. As in many organized societies there is also some personal benefit and prestige to be obtained by operating in the system--knowing the right people, being in the right clubs, becoming a leader, respecting one's superiors, and so forth. The environment, though structured, is not repressive because it responds to entrepreneurial activities and is generally characterized by good fun and school spirit.

Scale 2. Community - The items in this scale describe a friendly, cohesive, group-oriented campus. There is a feeling of group welfare and group loyalty that encompasses the college as a whole. The atmosphere is congenial; the campus is a community. Faculty members know the students, are interested in their problems, and go out of their way to be helpful. Student life is characterized by togetherness and sharing rather than by privacy and cool detachment.

Scale 3. Awareness - The items in this scale seem to reflect a concern about and emphasis upon three sorts of meaning--personal, poetic, and political. An emphasis upon self-understanding, reflectiveness, and identity suggests the search for personal meaning. A wide range of opportunities for creative and appreciative relationships to painting, music, drama, poetry, sculpture, architecture, and the like suggests the search for poetic meaning. A concern about events around the world, the welfare of mankind, and the present and future condition of man suggests the search for political meaning and idealistic commitment. What seems to be evident in this sort of environment is a stress on awareness, an awareness of self, of society, and of aesthetic stimuli. Along with this push toward expansion, and perhaps as a necessary condition for it, there is an encouragement of questioning and dissent and a tolerance of non-conformity and personal expressiveness.

Scale 4. Propriety - These items describe an environment that is polite and considerate. Caution and thoughtfulness are evident. Group standards of decorum are important. There is an absence of demonstrative, assertive,

argumentative, risk-taking activities In general, the campus atmosphere is mannerly, considerate, proper, and conventional

Scale 5 Scholarship - The items in this scale describe an environment characterized by intellectuality and scholastic discipline The emphasis is on competitively high academic achievement and a serious interest in scholarship The pursuit of knowledge and theories, scientific or philosophical, is carried on rigorously and vigorously Intellectual speculation, and interest in ideas, knowledge for its own sake, and intellectual discipline--all these are characteristic of the environment

Scale 6 Campus Morale - The items in this scale describe an environment characterized by acceptance of social norms, group cohesiveness, friendly assimilation into campus life, and, at the same time, a commitment to intellectual pursuits and freedom of expression Intellectual goals are exemplified and widely shared in an atmosphere of personal and social relationships that are both supportive and spirited

Scale 7 The Professors - This scale defines an atmosphere in which professors are perceived to be scholarly, to set high standards, to be clear, adaptive, and flexible At the same time, this academic quality of teaching is infused with warmth, interest, and helpfulness toward students [2]

LIMITATIONS OF THE STUDY

The study was limited to:

1. A description of the environment at Arkansas State University in the fall of 1972 as perceived by a sample of students (construed to be representative of sophomores, juniors, and seniors);

2. A comparison of the environmental profile of this study and the study of 1969; and

3. A comparison of Arkansas State University's environment as perceived by its students with a national norm which was constituted by representative state colleges and universities

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[2] C. Robert Pace, CUES, Second Edition: College and University Environment Scales--Technical Manual (Princeton: Educational Testing Service, 1969), p. 11

SCORING RATIONALE FOR CUES, SECOND EDITION (MODIFIED)

Pace described the scoring of CUES, Second Edition as follows:

> Students who are familiar with the environment from having lived in it for more than a year serve as reporters, indicating if, in their experience and perception, the condition or event described by each of the statements is "true" about their college. When there is a division of opinion among the reporters about a particular statement, it is not counted in the CUES score, but when there is consensus among the reporters by a margin of two to one or greater, the statement is regarded as being "characteristic" of the campus. The score for the institution is based on the number of statements in each scale reaching this level of consensus.
>
> . . . . . .
>
> To obtain the institution's score on each scale 1) count the number items answered in the keyed directions by 66 percent or more of the students sampled, 2) subtract the number of items answered in the keyed direction by 33 percent or fewer of the students sampled, 3) and then add 4 points. Since each scale consists of 4 items, the score on the scale can range from 0 to 8 points. Note that in four of the scales the keyed response is always (T); but that the items in the Propriety Scale are keyed (F). The score is computed in the same way. The only difference is that a high score is in the direction of non-propriety and a low score is indicative of propriety.[3]

The Professors Scale and the Campus Morale Scale are scored in the same manner as described above except with respect to the number (number equal to the number of items on each scale) which is added to each respective scale.

METHOD OF STUDENT SAMPLE SELECTION

Three hundred students (sophomores, juniors, and seniors) were selected in October of 1972 to respond to CUES, Second Edition (Modified). These

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[3] C. Robert Pace, Higher Education Measurement and Evaluation Kit, Field Edition, Center for the Study of Evaluation (Los Angeles: UCLA, 1971).

students were enrolled in ten different courses. These were core courses for either part or all majors within the six colleges and one independent division. Moreover, the criterion of randomness was satisfied by cluster selection of classes and by sample size.

ANALYSIS OF THE DATA

Scoring Keys and Norm Tables

Tables I and II depict the scoring keys for CUES, Second Edition (Modified). Table I displays the scoring key for the five basic scales--Practicality, Community, Awareness, Propriety, and Scholarship--which were reduced from twenty items in the CUES, Second Edition to four items each on CUES, Second Edition (Modified). The scoring keys for the sixth scale, Campus Morale, and the seventh scale, The Professors, are revealed in Table II. The items in these scales were retained intact from CUES, Second Edition.

Norm tables for the seven scales on CUES, Second Edition (Modified) are depicted in Tables III and IV. These norm tables are based on a reference group of one hundred colleges and universities.

Discussion of Tables

A high score (raw or percentile) on a scale indicates that a particular group of reporters perceive a high degree of environmental press as characterized by the part of the environment that scale measures. Conversely, a low score indicates the perception of a low degree of press as characterized by the environment measured by that scale. The only exception to this pattern is related to the Propriety Scale. A high score on it is in the direction of non-propriety and a low score is indicative of propriety.

TABLE I

SCORING KEY FOR FIVE BASIC SCALES ON
CUES, SECOND EDITION (MODIFIED)

(T=TRUE and F=FALSE)

PRACTICALITY		COMMUNITY		AWARENESS		PROPRIETY		SCHOLARSHIP	
Item	Key	Item	Key	Item	Key	Item	Key	Item	Key
1.	T	5.	T	9.	T	13.	F	17.	T
2.	T	6.	T	10	T	14.	F	18.	T
3.	T	7	T	11.	T	15.	F	19.	T
4.	T	8.	T	12.	T	16.	F	20.	T

Source: Adapted from C. Robert Pace, Higher Education Measurement and Evaluation Kit, Field Edition, Center for the Study of Evaluation (Los Angeles: UCLA, 1971).

TABLE II

SCORING KEYS FOR CAMPUS MORALE AND THE PROFESSORS SCALES ON CUES, SECOND EDITION (MODIFIED)

(T=TRUE and F=FALSE)

THE PROFESSORS		CAMPUS MORALE		CAMPUS MORALE	
Item	Key	Item	Key	Item	Key
1.	T	1.	T	12.	T
2.	T	2.	F	13.	T
3.	F	3.	T	14.	F
4.	T	4.	T	15.	T
5.	T	5.	T	16.	T
6.	F	6.	T	17.	F
7.	T	7.	T	18.	F
8.	F	8.	T	19.	T
9.	F	9.	F	20.	T
10.	F	10.	T	21.	T
11.	T	11.	T	22.	T

Source: Adapted from C. Robert Pace, Higher Education Measurement and Evaluation Kit, Field Edition, Center for the Study of Evaluation (Los Angeles: UCLA, 1971).

TABLE III

PERCENTILE EQUIVALENTS FOR CUES, SECOND EDITION (MODIFIED)
STUDENT NORMS BASED ON REFERENCE GROUP OF
100 COLLEGES AND UNIVERSITIES

SCORES	PERCENTILES				
	PRACTICALITY	COMMUNITY	AWARENESS	PROPRIETY	SCHOLARSHIP
8.	100	100	100	100	100
7.	94	79	92	90	84
6.	84	61	82	70	64
5.	64	36	71	48	43
4.	45	19	55	32	28
3.	28	12	39	19	18
2.	12	8	24	6	10
1.	4	1	8	2	1
0.	1		1		

Source: Adapted from C. Robert Pace, Higher Education Measurement and Evaluation Kit, Field Edition, Center for the Study of Evaluation (Los Angeles: UCLA, 1971).

TABLE IV

PERCENTILE EQUIVALENTS FOR THE CAMPUS MORALE SCALE SCORES AND THE PROFESSORS SCALE SCORE - STUDENT NORMS BASED ON REFERENCE GROUP OF 100 COLLEGES AND UNIVERSITIES

CAMPUS MORALE		THE PROFESSORS	
SCORE	PERCENTILE	SCORE	PERCENTILE
44		22	100
43	100	21	99
42		20	98
41	98	19	89
40	96	18	82
39		17	80
38	95	16	72
37	94	15	68
36	91	14	62
35		13	55
34	90	12	45
33	85	11	29
32	84	10	17
31	82	9	8
30		8	5
29	78	7	
28	74	6	1
27	72	5	
26	65	4	
25	57	3	
24	49	2	
23	46	1	
22	40	0	
21	35		
20	22		
19	21		
18	17		
17	12		
16	11		
15			
14	8		
13			
12	6		
11	5		
10			
9			
8	2		

Source: Adapted from C. Robert Pace, Higher Education Measurement and Evaluation Kit, Field Edition, Center for the Study of Evaluation (Los Angeles: UCLA, 1971).

Students' Perception of the Environment

Table V reflects the results of the students' responses to the Practicality Scale on CUES, Second Edition (Modified). Two out of four items were answered in the direction of the key by 66 percent or more of the students. A scale score of six was reached, and the scale score was converted to the 84th percentile based on the reference group of colleges and universities. This score indicated that the students perceived a relatively high practicality press on their campus when compared to the reference group of colleges and universities.

Table VI discloses the results of the students' responses to the Community Scale on CUES, Second Edition (Modified). Two out of the four items were answered in the direction of the key by 66 percent or more of the students. One item was answered in the opposite direction of the key by 66 percent or more of the students. A scale score of five was reached, and the scale score was converted to the 36th percentile based on the reference group of colleges and universities. This score indicated that the students perceived a below average community environment at their institution when compared to the reference group of colleges and universities.

Table VII reveals the results of the students' responses to the Awareness Scale on CUES, Second Edition (Modified). No items were answered in the direction of the key by 66 percent or more of the students. One item was answered in the opposite direction of the key by 66 percent or more of the students. A scale score of three was reached, and the scale score was converted to the 39th percentile based on the reference group of colleges and universities. This score indicated that the students perceived a below average awareness environment at their institution when compared to the reference group of colleges and universities.

TABLE V

COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, SECOND EDITION (MODIFIED) ITEMS ANSWERED TRUE OR FALSE BY STUDENTS AT ARKANSAS STATE UNIVERSITY

SCALE ONE--PRACTICALITY

ITEM	STATEMENT	KEY	NO. TRUE	NO. FALSE	PERCENT KEYED
1.	Frequent tests are given in most courses.	T	174	126	58
2.	The college offers many really practical courses such as typing, report writing, etc.	T	219	81	73+[a]
3.	The most important people at the school expect others to show proper respect for them.	T	247	53	82+
4.	There is a recognized group of student leaders on campus.	T	195	105	65
	SCALE SCORE				6
	PERCENTILE EQUIVALENT--BASED ON REFERENCE GROUP OF 100 COLLEGES AND UNIVERSITIES				84

[a]The plus sign in this table and in subsequent tables indicates that the item has met the 66 percent scoring criterion. That is, 66 percent or more of the reporters have answered the item in the direction of the key.

TABLE VI

COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, SECOND EDITION (MODIFIED) ITEMS ANSWERED TRUE OR FALSE BY STUDENTS AT ARKANSAS STATE UNIVERSITY

SCALE TWO--COMMUNITY

ITEM	STATEMENT	KEY	NO. TRUE	NO. FALSE	PERCENT KEYED
1.	Many upperclassmen play an active role in helping new students adjust to campus life.	T	92	208	31-[b]
2.	The professors go out of their way to help you.	T	152	148	51
3.	The school has a reputation for being friendly.	T	217	83	72+
4.	It's easy to get a group together for card games, singing, going to the movies, etc.	T	213	87	71+
	SCALE SCORE				5
	PERCENTILE EQUIVALENT--BASED ON REFERENCE GROUP OF 100 COLLEGES AND UNIVERSITIES				36

[b]The minus sign in this table and in subsequent tables indicates that 66 percent or more of the reporters have answered the item in the opposite direction of the key.

TABLE VII

COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, SECOND EDITION (MODIFIED) ITEMS ANSWERED TRUE OR FALSE BY STUDENTS AT ARKANSAS STATE UNIVERSITY

SCALE THREE--AWARENESS

ITEM	STATEMENT	KEY	NO. TRUE	NO. FALSE	PERCENT KEYED
1.	Students are encouraged to criticize administrative policies and teaching practices.	T	93	207	31-
2.	The school offers many opportunities for students to understand and criticize important works in art, music, and drama.	T	168	132	56
3.	Students are actively concerned about national and international affairs.	T	163	137	54
4.	Many famous people are brought to the campus for lectures, concerts, student discussions, etc.	T	191	109	64
	SCALE SCORE				3
	PERCENTILE EQUIVALENT--BASED ON REFERENCE GROUP OF 100 COLLEGES AND UNIVERSITIES				39

Table VIII reflects the results of the students' responses to the Propriety Scale on CUES, Second Edition (Modified). No items were answered in either the direction or the opposite direction of the key by 66 percent or more of the students. A scale score of four was reached, and the scale score was converted to the 32nd percentile based on the reference group of colleges and universities. This score indicated that the students perceived the environment at their institution to be above average in reference to propriety when compared to the reference group of colleges and universities.

Table IX depicts the results of the students' responses to the Scholarship Scale of CUES, Second Edition (Modified). No items were answered in either the direction or opposite direction of the key by 66 percent or more of the students. A scale score of four was reached, and the scale score was converted to the 28th percentile based on the reference group of colleges and universities. This score indicated that the students perceived a below average scholarship press at their institution when compared to the reference group of colleges and universities.

Table X identifies the results of the students' responses to the Campus Morale Scale of CUES, Second Edition (Modified). Three out of twenty-two items were answered in the direction of the key by 66 percent or more of the students. Four items were answered in the opposite direction of the key by 66 percent or more of the students. A scale score of twenty-one was reached, and the scale score was converted to the 35th percentile based on the reference group of colleges and universities. This score indicated that the students perceived a below average campus press on their campus when compared to the reference group of colleges and universities.

TABLE VIII

COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, SECOND EDITION (MODIFIED) ITEMS ANSWERED TRUE OR FALSE BY STUDENTS AT ARKANSAS STATE UNIVERSITY

SCALE FOUR--PROPRIETY

ITEM	STATEMENT	KEY	NO. TRUE	NO. FALSE	PERCENT KEYED
1.	Students are conscientious about taking good care of school property.	F	196	104	35
2.	Students are expected to report any violation of rules and regulations.	F	163	137	46
3.	Students ask permission before deviating from common policies and practices.	F	185	115	38
4.	Student publications never lampoon dignified people or institutions	F	144	156	52
	SCALE SCORE				4
	PERCENTILE EQUIVALENT--BASED ON REFERENCE GROUP OF 100 COLLEGES AND UNIVERSITIES				32

TABLE IX

COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, SECOND EDITION (MODIFIED) ITEMS ANSWERED TRUE OR FALSE BY STUDENTS AT ARKANSAS STATE UNIVERSITY

SCALE FIVE--SCHOLARSHIP

ITEM	STATEMENT	KEY	NO. TRUE	NO. FALSE	PERCENT KEYED
1.	Most courses are a real intellectual challenge.	T	151	149	50
2.	Students set high standards of achievement for themselves.	T	136	164	45
3.	Most courses require intensive study and preparation out of class.	T	181	119	60
4.	Careful reasoning and clear logic are valued most highly in grading student papers, reports, or discussions.	T	159	141	53
	SCALE SCORE				4
	PERCENTILE EQUIVALENT--BASED ON REFERENCE GROUP OF 100 COLLEGES AND UNIVERSITIES				28

TABLE X

COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, SECOND EDITION (MODIFIED) ITEMS ANSWERED TRUE OR FALSE BY STUDENTS AT ARKANSAS STATE UNIVERSITY

SCALE SIX--CAMPUS MORALE

ITEM	STATEMENT	KEY	NO. TRUE	NO. FALSE	PERCENT KEYED
1.	The big college events draw a lot of student enthusiasm and support.	T	225	75	75+
2.	Anyone who knows the right people in the faculty or administration can get a better break here.	F	88	212	71+
3.	The professors go out of their way to help you.	T	143	157	48
4.	Students have many opportunities to develop skill in organizing and directing the work of others.	T	126	174	42
5.	Many upperclassmen play an active role in helping new students adjust to campus life.	T	89	211	30-
6.	When students run a project or put on a show everybody knows about it.	T	121	179	40
7.	Students exert considerable pressure on one another to live up to the expected codes of conduct.	T	50	250	17-
8.	There is a lot of group spirit.	T	158	142	53
9.	Most of the faculty are not interested in students' personal problems.	F	107	193	64
10.	The school helps everyone get acquainted.	T	109	191	36

TABLE X (CONTINUED)

ITEM	STATEMENT	KEY	NO. TRUE	NO. FALSE	PERCENT KEYED
11.	Channels for expressing students' complaints are readily accessible.	T	126	174	42
12.	A controversial speaker always stirs up a lot of student discussion.	T	154	146	51
13.	Many students here develop a strong sense of responsibility about their role in contemporary social and political life.	T	157	143	52
14.	The expression of strong personal belief or conviction is pretty rare around here.	F	161	139	46
15.	There is considerable interest in the analysis of value systems, and the relativity of societies and ethics.	T	134	166	45
16.	Students are conscientious about taking good care of school property.	T	94	206	31-
17.	Students pay little attention to rules and regulations	F	177	123	41
18.	Many students seem to expect other people to adapt to them rather than trying to adapt themselves to others.	F	89	211	70+
19.	Most of the professors are very thorough teachers and really probe into the fundamentals of their subjects.	T	190	110	63
20.	Students set high standards of achievement for themselves.	T	114	186	38

TABLE X (CONTINUED)

ITEM	STATEMENT	KEY	NO. TRUE	NO. FALSE	PERCENT KEYED
21.	Students put a lot of energy into everything they do - in class and out.	T	80	220	27-
22.	Most courses are a real intellectual challenge.	T	148	152	49
	SCALE SCORE				21
	PERCENTILE EQUIVALENT--BASED ON REFERENCE GROUP OF 100 COLLEGES AND UNIVERSITIES				35

Table XI depicts the results of the students' responses to The Professors Scale of CUES, Second Edition (Modified). Two out of eleven items were answered in the direction of the key by 66 percent or more of the students. One item was answered in the opposite direction of the key by 66 percent or more of the students. A scale score of twelve was reached, and the scale score was converted to the 45th percentile based on the reference group of colleges and universities. This score indicated that the students perceived a near average environment in reference to the quality of teaching and faculty-student relations when compared to the reference group of colleges and universities.

1969 and 1972 Data Compared

Each scale based on CUES, Second Edition used in the 1969 study was rescored so that the 1969 data could be directly compared with the 1972 data. Table XII reveals the results of the students' responses to the Practicality Scale on CUES, Second Edition (Modified) in the environment studies of 1969 and 1972. A differential of one scale score or ten percentile points separated the results of the 1969 and 1972 studies. The higher score was made in the 1969 study.

Table XIII indentifies the results of the students' responses to the Community Scale on CUES, Second Edition (Modified) in the environment studies of 1969 and 1972. A differential of one scale score or twenty-five percentile points separated the results of the 1969 and 1972 studies. The higher score was made in the 1969 study.

Table XIV depicts the results of the students' responses to the Awareness Scale on CUES, Second Edition (Modified) in the environment studies of 1969 and 1972. A differential of one scale score or sixteen

TABLE XI

COLLEGE AND UNIVERSITY ENVIRONMENT SCALES, SECOND EDITION (MODIFIED) ITEMS ANSWERED TRUE OR FALSE BY STUDENTS AT ARKANSAS STATE UNIVERSITY

SCALE SEVEN--THE PROFESSORS

ITEM	STATEMENT	KEY	NO. TRUE	NO. FALSE	PERCENT KEYED
1.	Most of the professors are dedicated scholars in their field.	T	251	48	84+
2.	Courses, examinations, and readings are frequently revised.	T	195	104	65
3.	Personality, pull, and bluff get students through many courses.	F	132	167	56
4.	The professors go out of their way to help you.	T	146	153	49
5.	Most of the professors are very thorough teachers and really probe into the fundamentals of their subjects.	T	193	106	65
6.	Faculty members rarely or never call students by their first names.	F	117	182	61
7.	Instructors clearly explain the goals and purposes of their courses.	T	155	144	52
8.	Most of the faculty are not interested in students' personal problems.	F	95	204	69+
9.	Standards set by the professors are not particularly hard to achieve.	F	148	151	51
10.	Students almost always wait to be called on before speaking in class.	F	114	185	62

TABLE XI (CONTINUED)

ITEM	STATEMENT	KEY	NO. TRUE	NO. FALSE	PERCENT KEYED
11.	Class discussions are typically vigorous and intense.	T	70	229	23-
	SCALE SCORE				12
	PERCENTILE EQUIVALENT--BASED ON REFERENCE GROUP OF 100 COLLEGES AND UNIVERSITIES				45

TABLE XII

COMPARISON OF CUES, SECOND EDITION (MODIFIED)
RESULTS OBTAINED IN 1969 AND 1972

SCALE ONE--PRACTICALITY

ITEM	STATEMENT	KEY	1969 NO.	1969 PERCENT	1972 NO.	1972 PERCENT	DIFFERENCE
1.	Frequent tests are given in most classes.	T	96	64	174	58	- 6
2.	The college offers many really practical courses such as typing, report writing, etc.	T	141	95+	219	73+	-22
3.	The most important people at the school expect others to show proper respect for them.	T	140	94+	247	82+	-12
4.	There is a recognized group of student leaders on campus.	T	109	73+	195	65	- 8
	SCALE SCORE			7		6	- 1
	PERCENTILE EQUIVALENT--BASED ON REFERENCE GROUP OF 100 COLLEGES AND UNIVERSITIES			94		84	-10

TABLE XIII

COMPARISON OF CUES, SECOND EDITION (MODIFIED)
RESULTS OBTAINED IN 1969 AND 1972

SCALE TWO--COMMUNITY

ITEM	STATEMENT	KEY	1969 NO.	1969 PERCENT	1972 NO.	1972 PERCENT	DIFFERENCE
5.	Many upperclassmen play an active role in helping new students adjust to campus life.	T	71	48	92	31-	-17
6.	The professors go out of their way to help you.	T	68	46	152	51	5
7.	The school has a reputation for being friendly.	T	107	72+	217	72+	0
8.	It's easy to get a group together for card games, singing, going to the movies, etc.	T	127	85+	213	71+	-14
	SCALE SCORE			6		5	- 1
	PERCENTILE EQUIVALENT--BASED ON REFERENCE GROUP OF 100 COLLEGES AND UNIVERSITIES			61		36	-25

TABLE XIV

COMPARISON OF CUES, SECOND EDITION (MODIFIED)
RESULTS OBTAINED IN 1969 AND 1972

SCALE THREE--AWARENESS

ITEM	STATEMENT	KEY	1969 NO.	1969 PERCENT	1972 NO.	1972 PERCENT	DIFFERENCE
9.	Students are encouraged to criticize administrative policies and teaching practices.	T	33	22-	93	31-	9
10.	The school offers many opportunities for students to understand and criticize important works in art, music, and drama.	T	56	38	168	56	18
11.	Students are actively concerned about national and international affairs.	T	82	55	163	54	- 1
12.	Many famous people are brought to the campus for lectures, concerts, and student discussions.	T	115	77+	191	64	-13
	SCALE SCORE			4		3	- 1
	PERCENTILE EQUIVALENT--BASED ON REFERENCE GROUP OF 100 COLLEGES AND UNIVERSITIES			55		39	-16

percentile points separated the results of the 1969 and 1972 studies. The higher score was made in the 1969 study.

Table XV reveals the results of the students' responses to the Propriety Scale on CUES, Second Edition (Modified) in the environment studies of 1969 and 1972. No difference was observed between the scale scores or percentile scores on these two studies.

Table XVI shows the results of the students' responses to the Scholarship Scale on CUES, Second Edition (Modified) in the environment studies of 1969 and 1972. A differential of two scale scores or eighteen percentile points separated the results of the 1969 and 1972 studies. The higher score was made in the 1972 study.

Table XVII identifies the results of the students' responses to the Campus Morale Scale on CUES, Second Edition (Modified) in the environment studies of 1969 and 1972. A differential of three scale scores or eighteen percentile points separated the results of the 1969 and 1972 studies. The higher score was made in the 1972 study.

Table XVIII depicts the results of the students' responses to The Professors Scale on CUES, Second Edition (Modified) in the environment studies of 1969 and 1972. A differential of three scale scores or thirty-seven percentile points separated the results of the 1969 and 1972 studies. The higher score was made in the 1972 study.

Figure 1 reflects the environmental percentile profiles of Arkansas State University as perceived by its students (representative of the upper-class student body) in 1969 and in 1972. The students in 1972 perceived three dimensions of the University's environment (practicality, community, and awareness) to be lower than did the group of students in 1969 while they - the 1972 student group - perceived three dimensions of the environment

TABLE XV

COMPARISON OF CUES, SECOND EDITION (MODIFIED)
RESULTS OBTAINED IN 1969 AND 1972

SCALE FOUR--PROPRIETY

ITEM	STATEMENT	KEY	1969 NO.	1969 PERCENT	1972 NO.	1972 PERCENT	DIFFERENCE
13.	Students are conscientious about taking good care of school property.	F	90	60	104	35	-25
14.	Students are expected to report any violation of rules and regulations.	F	93	62	137	46	-16
15	Students ask permission before deviating from common policies and practices.	F	60	40	115	38	- 2
16.	Student publications never lampoon dignified people or institutions.	F	57	38	156	52	14
				4		4	0
	SCALE SCORE			32		32	0
	PERCENTILE EQUIVALENT--BASED ON REFERENCE GROUP OF 100 COLLEGES AND UNIVERSITIES						

TABLE XVI

COMPARISON OF CUES, SECOND EDITION (MODIFIED)
RESULTS OBTAINED IN 1969 AND 1972

SCALE FIVE--SCHOLARSHIP

ITEM	STATEMENT	KEY	1969 NO.	1969 PERCENT	1972 NO.	1972 PERCENT	DIFFERENCE
17.	Most courses are a real intellectual challenge.	T	47	32-	151	50	18
18.	Students set high standards of achievement for themselves.	T	49	33-	136	45	12
19.	Most courses require intensive study and preparation out of class.	T	81	54	181	60	6
20.	Careful reasoning and clear logic are valued most highly in grading student papers, reports, or discussion.	T	90	60	159	53	- 7
	SCALE SCORE			2		4	2
	PERCENTILE EQUIVALENT--BASED ON REFERENCE GROUP OF 100 COLLEGES AND UNIVERSITIES			10		28	18

TABLE XVII

COMPARISON OF CUES, SECOND EDITION (MODIFIED)
RESULTS OBTAINED IN 1969 AND 1972

SCALE SIX--CAMPUS MORALE

ITEM	STATEMENT	KEY	1969 NO.	1969 PERCENT	1972 NO.	1972 PERCENT	DIFFERENCE
1.	The big college events draw a lot of student enthusiasm and support.	T	106	71+	225	75+	4
2.	Anyone who knows the right people in the faculty or administration can get a better break here.	F	70	47	212	71+	24
3.	The professors go out of their way to help you.	T	68	46	143	48	2
4.	Students have many opportunities to develop skill in organizing and directing the work of others.	T	48	32-	126	42	10
5.	Many upperclassmen play an active role in helping new students adjust to campus life.	T	71	48	89	30-	18
6.	When students run a project or put on a show everybody knows about it.	T	68	46	121	40	- 6
7.	Students exert considerable pressure on one another to live up to the expected codes of conduct.	T	53	36	50	17-	-19

TABLE XVII (CONTINUED)

ITEM	STATEMENT	KEY	1969 NO.	1969 PERCENT	1972 NO.	1972 PERCENT	DIFFERENCE
8.	There is a lot of group spirit.	T	82	55	158	53	- 2
9.	Most of the faculty are not interested in students' personal problems.	F	47	32-	193	64	32
10.	The school helps everyone get acquainted.	T	55	37	109	36	- 1
11.	Channels for expressing students' complaints are readily accessible.	T	92	62	126	42	-20
12.	A controversial speaker always stirs up a lot of student discussion.	T	71	48	154	51	3
13.	Many students here develop a strong sense of responsibility about their role in contemporary social and political life.	T	77	52	157	52	0
14.	The expression of strong personal belief or conviction is pretty rare around here.	F	62	42	139	46	4
15.	There is considerable interest in the analysis of value systems, and the relativity of societies and ethics.	T	66	44	134	45	1
16.	Students are conscientious about taking good care of school property.	T	59	40	94	31-	9

TABLE XVII (CONTINUED)

ITEM	STATEMENT	KEY	1969 NO.	1969 PERCENT	1972 NO.	1972 PERCENT	DIFFERENCE
17.	Students pay little attention to rules and regulations.	F	119	80+	123	41	39
18.	Many students seem to expect other people to adapt to them rather than trying to adapt themselves to others.	F	49	33-	211	70+	37
19.	Most of the professors are very thorough teachers and really probe into the fundamentals of their subjects.	T	87	58	190	63	5
20.	Students set high standards of achievement for themselves.	T	49	33-	114	38	5
21.	Students put a lot of energy into everything they do in class and out.	T	25	17-	80	27-	10
22.	Most courses are a real intellectual challenge.	T	47	32-	148	49	17
	SCALE SCORE			18		21	+ 3
	PERCENTILE EQUIVALENT--BASED ON REFERENCE GROUP OF 100 COLLEGES AND UNIVERSITIES			17		35	+18

TABLE XVIII

COMPARISON OF CUES, SECOND EDITION (MODIFIED)
RESULTS OBTAINED IN 1969 AND 1972

SCALE SEVEN--THE PROFESSORS

ITEM	STATEMENT	KEY	1969 NO.	1969 PERCENT	1972 NO.	1972 PERCENT	DIFFERENCE
1.	Most of the professors are dedicated scholars in their field.	T	104	70+	251	84+	14
2.	Courses, examinations, and readings are frequently revised.	T	98	65	195	65	0
3.	Personality, pull, and bluff get you through many courses.	F	62	42	167	56	14
4.	The professors go out of their way to help you.	T	68	46	146	49	3
5.	Most of the professors are very thorough teachers and really probe into the fundamentals of their subjects.	T	87	58	193	65	7
6.	Faculty members rarely or never call students by their first names.	F	72	48	182	61	13
7.	Instructors clearly explain the goals and purposes of their courses.	T	77	52	155	52	0

TABLE XVIII (CONTINUED)

ITEM	STATEMENT	KEY	1969 NO.	1969 PERCENT	1972 NO.	1972 PERCENT	DIFFERENCE
8.	Most of the faculty are not interested in students' personal problems.	F	47	32-	204	68+	37
9.	Standards set by the professors are not particularly hard to achieve.	F	54	36	151	51	15
10.	Students almost always wait to be called on before speaking in class.	F	49	33-	185	62	29
11.	Class discussions are typically vigorous and intense.	T	28	19-	70	23-	4
	SCALE SCORE			9		12	+ 3
	PERCENTILE EQUIVALENT--BASED ON REFERENCE GROUP OF 100 COLLEGES AND UNIVERSITIES			8		45	+37

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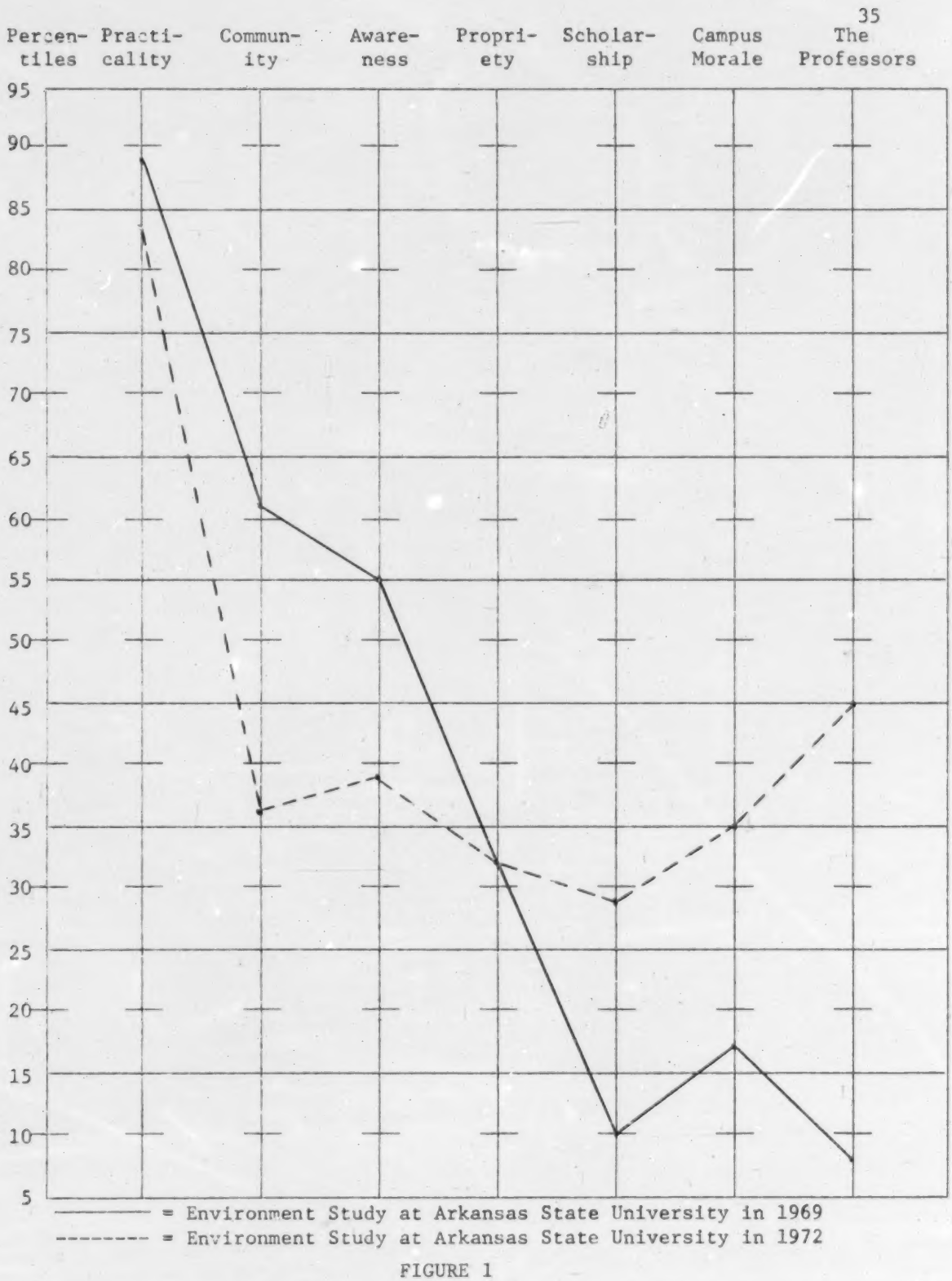

FIGURE 1

ENVIRONMENTAL PROFILES FOR ARKANSAS STATE UNIVERSITY
BASED ON STUDENTS' PERCEPTION IN 1969 AND 1972

(scholarship, campus morale, and the professors) to be higher. There was agreement between the 1969 and 1972 studies in reference to the degree of propriety press on the campus. It should also be reiterated that a low score on the Propriety Scale means that the students perceived a high propriety press. Thus, the 32nd percentile rank which was reached by both the 1969 and 1972 student groups should be interpreted that the propriety press was perceived to be above average by both groups.

Figure 2 reflects an environmental profile of Arkansas State University (1969 and 1972) and a normative environmental profile of state colleges and universities in the United States. Of the eight different categories of institutions classed in the norming of the College and University Environment Scales, this one (state colleges and universities) seemed to be the most appropriate to which Arkansas State University should be compared. As a matter of clarification, two things should be noted in Figure 2. First, the profile for state colleges and universities does not include the Campus Morale and The Professors Scales. The reason for this is that these two scales were not included per se in the original College and University Environment Scales; thus, no normative profiles were available for the eight categories of institutions for these two scales. Second, Arkansas State University's percentile rank on the Propriety Scale has been placed at the 68th percentile instead of the 32nd percentile as it appears in Figure 1. This was done so that a valid comparison could be made between Arkansas State University and the national norm regarding the perceived degree of propriety press. This was necessary because a high Propriety Scale score or percentile score on the original College and University Environment Scales and CUES, Second Edition indicated a high propriety press.

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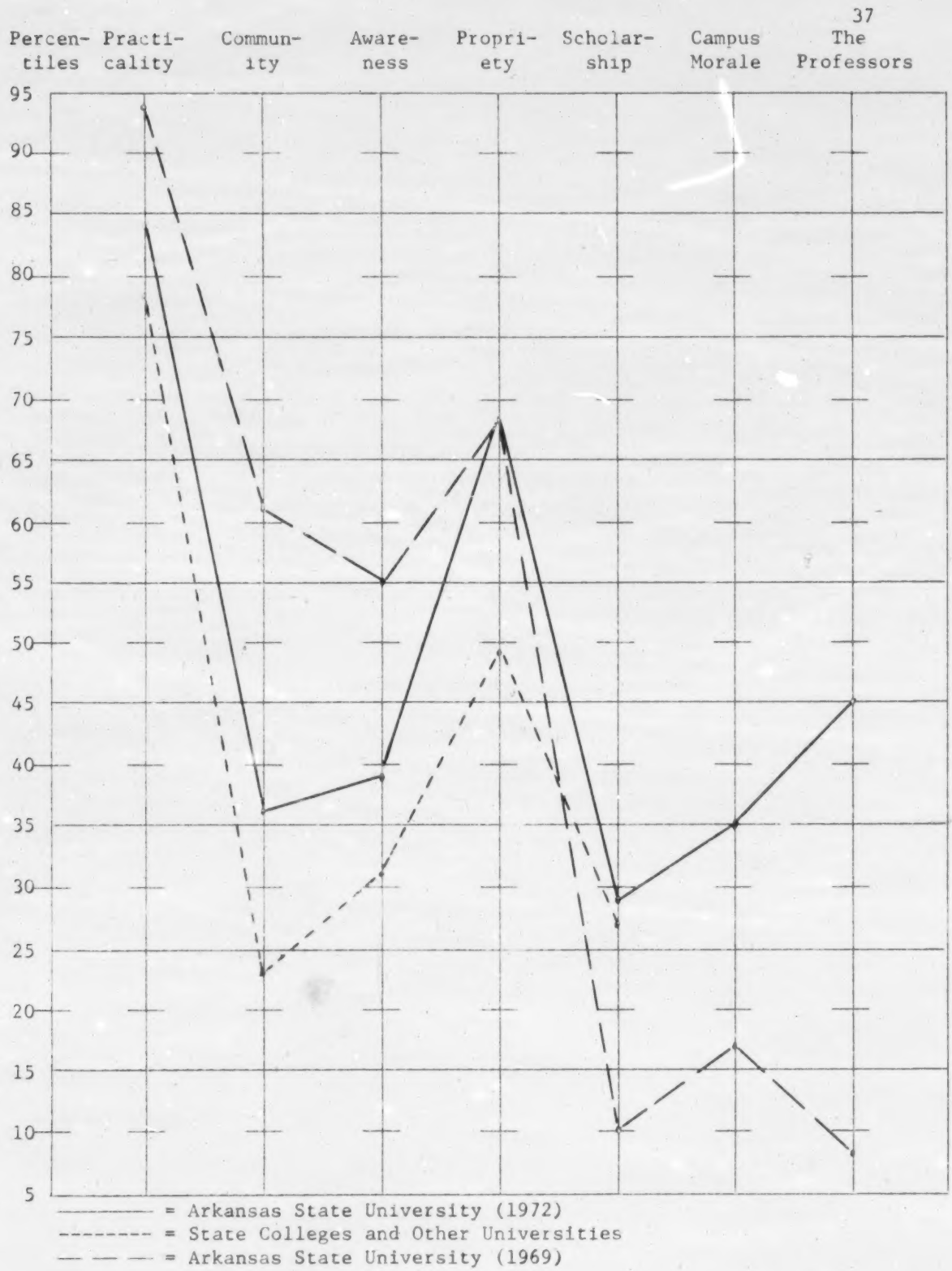

FIGURE 2

ENVIRONMENTAL PROFILES FOR ARKANSAS STATE UNIVERSITY (1969 AND 1972) AND A NATIONAL SAMPLE OF STATE COLLEGES AND UNIVERSITIES

Although the configuration of the profiles were essentially alike (Arkansas State University, 1972, and state colleges and universities), the Arkansas State University profile represented percentile scores greater than the percentile scores of the national sample of state colleges and universities on every scale.

CONCLUSIONS

An analysis of the data produced the following conclusions:

1. Percentile equivalent scores on the 1972 study deviated from scale to scale less than in the 1969 study with six of the seven percentiles falling between 29 and 35 in 1972 while only three scale scores were closely related in 1969.
2. Perceptions of practicality, community, and awareness were lower in 1972, while perceptions of scholarship, campus morale, and quality of teaching were higher in 1972 than in 1969. There was no change in the perception of propriety. The stability of the environment with respect to propriety is significant since the scales as a whole tended to reflect a campus climate more nearly representative of state colleges and universities than the 1969 study had shown.
3. Two scales, Community and The Professors, had substantial deviations from 1969 to 1972. The difference in percentile scores on the Community Scale represents a 25 percentile point decline. An in-depth analysis of these differences would, no doubt, reveal a number of underlying dynamics. A plausible contributor to the difference could be the increase in both percentage and number of part-time students who identify

with social groups outside the university environment rather than with campus-based groups. Changes in living arrangements and life styles could also result in a decline in community press.

The Professors Scale represents a measurement of perceptions with regard to quality of teaching and faculty-student relationships. The difference in percentile scores on The Professors Scale represents a 37 percentile point increase which was the greatest deviation from the 1969 study. A difference of this magnitude represents a substantial positive change in the perceptions of students toward the quality of academic relationships.

4. The institutional profile in 1972 more nearly approaches the national profile of state colleges and universities than did the institutional profile in 1969. Arkansas State University's maturation as a university is reflected in this improved fit.
5. The Practicality Scale percentile score in 1972 suggests that the students perceived their campus atmosphere to be concrete and realistic rather than speculative and abstract. Also, they perceived that organization, system, and procedure were important as well as status and practical benefit.
6. The students perceived the University to possess a reputation for being friendly. They saw an environment where it was easy to get a group together for card games, singing, going to the movies, etc. On the negative side in reference to the university community, the students perceived that upperclassmen did not play an active role in helping new students adjust to campus life.

7. There was a consensus among the students in this study that students are not encouraged to criticize administrative policies and teaching practices. A consensus was also reached on the following statements:

   a. The big college events draw a lot of student enthusiasm and support.

   b. Students do not get a better break at Arkansas State University just because they know the right people in the faculty or administration.

   c. Students do not exert much pressure on one another to live up to the expected codes of conduct.

   d. Students are not conscientious about taking good care of school property.

   e. Many students seem to expect that they should adapt themselves to others rather than to expect others to adapt to them.

   f. Students do not put a lot of energy into everything they do - in class and out.

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APPENDIXES

APPENDIX A

COLLEGE AND UNIVERSITY ENVIRONMENT SCALES (MODIFIED)

APPENDIX A

THE COLLEGE ENVIRONMENT

Directions: Facilities, procedures, policies, requirements, attitudes, etc., differ from one campus to another. What is characteristic of your campus? As you read each of the statements below, check the space under the TRUE (T), if the statement describes a condition, event, attitude, etc. that is generally characteristic of your college; or under FALSE (F) if it is not generally characteristic of the college. Please answer every statement.

Generally T	F		
___	___	1.	Frequent tests are given in most courses.
___	___	2.	The college offers many really practical courses such as typing, report writing, etc.
___	___	3.	The most important people at the school expect others to show proper respect for them.
___	___	4.	There is a recognized group of student leaders on campus.
___	___	5.	Many upperclassmen play an active role in helping new students adjust to campus life.
___	___	6.	The professors go out of their way to help you.
___	___	7.	The school has a reputation for being friendly.
___	___	8.	It's easy to get a group together for card games, singing, going to the movies, etc.
___	___	9.	Students are encouraged to criticize administrative policies and teaching practices.
___	___	10.	The school offers many opportunities for students to understand and criticize important works in art, music, and drama.
___	___	11.	Students are actively concerned about national and international affairs.
___	___	12.	Many famous people are brought to the campus for lectures, concerts, student discussions, etc.
___	___	13.	Students are conscientious about taking good care of school property.
___	___	14.	Students are expected to report any violation of rules and regulations.
___	___	15.	Students ask permission before deviating from common policies or practices.
___	___	16.	Student publications never lampoon dignified people or institutions.
___	___	17.	Most courses are a real intellectual challenge.
___	___	18.	Students set high standards of achievement for themselves.
___	___	19.	Most courses require intensive study and preparation out of class.
___	___	20.	Careful reasoning and clear logic are valued most highly in grading student papers, reports, or discussions.

THE PROFESSORS

Directions: As you read each of the statements below, think of yourself as a reporter. What is generally characteristic about the professors and courses at your college? Check the space under TRUE (T), if the statement describes a condition, event, or activity that is generally characteristic of your college; or under FALSE (F) if it is not generally characteristic of the college Please answer every statement.

Generally

T	F		
___	___	1.	Most of the professors are dedicated scholars in their field.
___	___	2.	Courses, examinations, and readings are frequently revised
___	___	3.	Personality, pull, and bluff get students through many courses.
___	___	4.	The professors go out of their way to help you.
___	___	5.	Most of the professors are very thorough teachers and really probe into the fundamentals of their subjects.
___	___	6.	Faculty members rarely or never call students by their first names.
___	___	7.	Instructors clearly explain the goals and purposes of their courses
___	___	8.	Most of the faculty are not interested in students' personal problems.
___	___	9.	Standards set by the professors are not particularly hard to achieve
___	___	10.	Students almost always wait to be called on before speaking in class.
___	___	11.	Class discussions are typically vigorous and intense

CAMPUS MORALE

Directions: Facilities, procedures, policies, requirements, attitudes, etc., differ from one campus to another. What is characteristic of your campus? As you read each of the statements below, check the space under TRUE (T), if the statement describes a condition, event, attitude, etc., that is generally characteristic of your college; or under FALSE (F) if it is not generally characteristic of the college. Please answer every statement.

Generally

T	F		
___	___	1.	The big college events draw a lot of student enthusiasm and support.
___	___	2.	Anyone who knows the right people in the faculty or administration can get a better break here.
___	___	3.	The professors go out of their way to help you.
___	___	4.	Students have many opportunities to develop skill in organizing and directing the work of others.
___	___	5.	Many upperclassmen play an active role in helping new students adjust to campus life.
___	___	6.	When students run a project or put on a show everybody knows about it.
___	___	7.	Students exert considerable pressure on one another to live up to the expected codes of conduct.
___	___	8.	There is a lot of group spirit.
___	___	9.	Most of the faculty are not interested in students' personal problems.
___	___	10.	The school helps everyone get acquainted.
___	___	11.	Channels for expressing students' complaints are readily accessible.
___	___	12.	A controversial speaker always stirs up a lot of student discussion.
___	___	13.	Many students here develop a strong sense of responsibility about their role in contemporary social and political life.
___	___	14.	The expression of strong personal belief or conviction is pretty rare around here.

CAMPUS MORALE (CONTINUED)

Generally

T F

___ ___ 15. There is considerable interest in the analysis of value systems, and the relativity of societies and ethics.

___ ___ 16. Students are conscientious about taking good care of school property.

___ ___ 17. Students pay little attention to rules and regulations.

___ ___ 18. Many students seem to expect other people to adapt to them rather than trying to adapt themselves to others.

___ ___ 19. Most of the professors are very thorough teachers and really probe into the fundamentals of their subjects.

___ ___ 20. Students set high standards of achievement for themselves.

___ ___ 21. Students put a lot of energy into everything they do - in class and out.

___ ___ 22. Most courses are a real intellectual challenge.

Source: Adapted from C. Robert Pace, Higher Education Measurement and Evaluation Kit, Field Edition, Center for the Study of Evaluation (Los Angeles: UCLA, 1971).

APPENDIX B

LIST OF TEN STATE COLLEGES AND UNIVERSITIES TO WHICH ARKANSAS STATE UNIVERSITY'S PERCEIVED ENVIRONMENT WAS COMPARED

APPENDIX B

TEN STATE COLLEGES AND OTHER UNIVERSITIES:

San Diego State College - California
San Francisco State College - California
Western Michigan University - Kalamazoo
Mississippi State University - Starksville
Brooklyn College - New York
Oregon State University - Corvallis
La Salle College - Pennsylvania
Memphis State University - Tennessee
Texas Technological College - Lubbock
Texas Western College (University of Texas at El Paso)

Source: Adapted from C. Robert Pace, College and University Environment Scales, Second Edition--Technical Manual (Princeton: Educational Testing Service, 1969), pp. 16-17.